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AUTHOR	Don, Helen; Carty, Joanna
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ABSTRACT

This manual is the third of a three-part series of materials from a family literacy demonstration project conducted in Philadelphia public schools. It contains five units. The beginning unit has activities to use in getting started and to use as everyday activities throughout the program. The other four units have theme activities appropriate for the week (aquatic unit, hands-on learning unit, farm unit, and recreation unit). The units are organized into lessons. Each lesson has some or all of the following components: teacher information sheet, staff-assisted station card, independent station card, parent's handout, worksheets, rules lists, trip sheets. (KC)

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PARENTS, CHILDREN AND LEARNING

A FAMILY LITERACY CURRICULUM to Support Parents of Children in Kindergarten and First Grade

Roslyn Don
and
Joanna Carty

Part Three

SUMMER LEARNING CAMP

Center for Literacy, Inc.
636 South 48th Street
Philadelphia, PA 19143

JoAnn Weinberger, Executive Director
Rose Brandt, Director of Educational Planning

CE 066 927

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Dorothy Miller-Clemmons, the first family literacy coordinator, planned and supported the early part of the project. When Dorothy left, Debra Cherkas took over as the coordinator. Her efforts were particularly important in planning and implementing the summer program.

Alisa Belzer, the program evaluator, went far beyond the requirements of her role in the project. She encouraged the staff to continue in its struggle to define family literacy and supported their efforts to meet the needs of parents in the program. Kathy Luna worked as evaluator over the summer supporting staff with her insights and suggestions.

Catherine DeLong Smith and Yvette Walls shared their instructional ideas and editorial insights.

Rose Brandt, director of educational planning, played a key role in helping staff to explore ways to mirror the kindergarten and first grade curricula and in finalizing these curriculum materials.

JoAnn Weinberger, executive director, worked with the project from the initial planning through to the completion of the final report and curriculum materials.

The principals and staff of the William Dick, William B. Mann and the General Philip Kearny Elementary Schools welcomed us into their schools and assisted us in many ways. Over the summer their facilities and materials made the days more pleasurable.

Special thanks to the parents and children at William Dick, William B. Mann and General Philip Kearny Schools who participated in the classes. It was their program and their commitment is reflected in these pages.

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Overview

The Summer Learning Camp was the second phase of instruction in the Family Literacy Demonstration Project. During the school year, classes were offered for parents. In the summer, parents and children came to the program together. Like the school year program, the Summer Learning Camp mirrored the kindergarten and first grade curricula. (See Mirroring and Scope and Sequence Grid in Part One.) It differed from the school year program in that it provided the opportunity for parents and children to work together on learning and allowed parents to directly observe how their children learn. Children were able to work on kindergarten and first grade skills and concepts while having fun in a creative non-threatening environment. The camp was geared towards children 4 - 7 years of age.

Classes met 4 days a week for 2.5 hours. Mondays through Wednesdays were activity days. Parents had time to work with their children and time for adult sessions. Children had time with their parents and time for snack, organized play and a story, as shown in the following daily schedule.

Daily Schedule - Monday through Wednesday

<table>
<tr><td rowspan="2">Adults</td><td>1 hour 15 min.</td><td colspan="3">1 hour 15 min.</td></tr>
<tr><td rowspan="2">Parent and Child Learning Time
K-1 classroom</td><td colspan="3">Adult Sessions
Adult classroom</td></tr>
<tr><td>Children</td><td>Snack Time
K-1 class</td><td>Organized Play
gym*</td><td>Story Time
gym*</td></tr>
<tr><td></td><td>1 hour 15 min.</td><td>15 min.</td><td>45 min.</td><td>15 min.</td></tr>
</table>

**** One of several options as to where it can be held. Other possibilities are a playground or the K-1 classroom.***

On Thursdays, parents and children went on a field trip, the culminating event of the week. Each of the weeks had a theme that related to the Thursday trip and all of the activities for the week were organized around

the theme. Parents who participated in the school year program selected the trips for the summer program.

Trips Taken	Alternative Trips *which would work with selected themes*
Camden Aquarium	other choices are an environmental center, a lake, a river or an ocean.
Please Touch Museum	any facility or trip which is designed to support hands on learning
Mary Meade Farm	alternatives are a zoo or a wooded area.
Recreation Station	other choices are amusement parks, carnivals, or playgrounds

The K-1 classroom, which had child-sized furniture, was used for Parent and Child Learning Time. A second classroom, equipped with adult-sized furniture, was used for the Adult Sessions. The K-1 classroom and the gym (or playground on cool days) were used for the children's snack, play and story time.

There were two kinds of activities in the Parent and Child Learning Time - everyday activities and theme activities. The everyday activities were available throughout the program. These are contained in the Beginning Unit. The theme activities were related to the week's field trip and were available for that week. They are contained in units called Aquatic, Hands On Learning, Farm and Recreation. The activities in each unit were designed as learning stations which were either staff-assisted or independent.

Three teachers planned and facilitated the class. When parents and children were together, each teacher was responsible for organizing and overseeing activities at the learning stations. After the parent/child time was over, one teacher worked in the adult session and the other two worked with the children.

On the first day of the program, the concept of the camp was explained to the group. Parents were given a handout which explained the idea of the camp, discussed how children learn and explained class procedures. For the first week, most participants depended heavily on the staff to direct the activities. After the first week was over, people felt comfortable choosing stations and starting activities as they arrived. (While the activities were designed for parents and children to work together, there were parents who did not want to participate actively in their child's learning. They were interested in doing the activities for themselves. Program activities were adapted to accommodate this.)

Program Terms

adult sessions - This is a time for parents to discuss observations regarding their children's learning. They learn techniques such as the Language Experience Approach for writing and echo reading to use with their children. Then parents work toward meeting their own goals. Instruction focuses on individual needs as well as on topics or issues of interest to the group.

clean up - Usually a few children assist the staff person in charge of cleaning up the learning stations. Other children are chosen as helpers to set up the snack table. This is a transitional time that allows the parents to leave for their sessions while the children begin to set up for snack.

everyday activities - Activities available for the parents and children throughout the camp program, these are easy to set up and use. The activities focus on developing work habits, citizenship skills, coordination, reading, writing and math skills.

learning questions - Questions to stimulate and develop critical thinking skills in children are available as an aid to parents and teachers for each station.

learning stations - Mini-lessons are located throughout the room. Each station has either an everyday activity or a theme activity. At the beginning of the week, types of learning stations are explained to participants. Parents and children decide which activity to participate in each day. There are two types of stations:

- **independent stations** - Participants work without staff supervision at these stations. Station cards are provided to guide participants through the lesson.

- **staff-assisted stations** - Staff assist participants in following directions for these activities. Stations which are staff-assisted to begin with may become independent stations as participants become familiar with the activities and pass information from learner to learner. Station cards are provided for the teacher.

organized play - Play is scheduled for children every day. There are group and individual activities. Goals for the activities include developing citizenship skills, developing coordination, learning cooperation and problem-solving and recognizing individual differences. Good sources for group games are *The New Games Book* and *The More New Games Book* listed in the bibliography. Choice for individual play included hoops, jacks, jump ropes and balls.

parent and child learning time - This is the portion of the class for parents and children to work together in a learning environment. During this time, the parents and children visit learning stations set up throughout the room.

parent's handouts - Included in certain lessons are parent's handouts. These describe activities for parents to do with their children at home, list children's books related to the week's theme and contain information of interest to parents.

rules lists- There are some lessons that have rules lists to explain the behavior children are to follow and/or instructions for games.

snack - Children are responsible for setting up tables and serving each other drinks and food. Children are taught to follow rules for washing their hands, eating at the table and cleaning up their places after eating.

station cards - Cards with instructions are provided to guide staff, parents and children through the station activities.

story time - Designed as the time for children to wind down, enjoy stories, and develop an appreciation and love of reading, story time is scheduled for the last 15 minutes of the day.

teacher information sheet - This sheet is explains the purpose of the lesson and preparation needed to conduct the activities. It also contains notes with background information and program considerations as needed.

theme activities - The learning stations planned for the week are based on the week's field trip and referred to as theme activities. At the end of each week, the new theme for the upcoming week is previewed.

trip sheets - Trip sheets are provided for two of the field trips. They are designed as scavenger hunts for participants.

worksheets - Several lessons in the unit use worksheets to help develop the skill or idea being covered and encourage parent and child participation. These sheets are to be done with the lesson.

Using This Manual

This manual contains five units. The Beginning Unit has activities to use in getting started and to use as everyday activities throughout the program. The other four units have theme activities appropriate for the week.

The units are organized into lessons. Each lesson has some or all of the following components:

- Teacher Information Sheet
- Staff-assisted Station Card
- Independent Station Card
- Parent's Handout
- Worksheets
- Rules Lists
- Trip Sheets

The different components of each lesson are formatted as follows:

- **Teacher Information Sheet**

Lesson Title

Teacher Information Sheet

Purpose - The objectives and skills the lesson covers are listed here.

Materials - Anything used to carry out the lesson is listed in this area. Handouts and take home activities are also noted under this heading

Preparation - Any prior arrangements or items the teacher needs to be aware of are listed under this heading.

Notes - Background information and important points about the station are given as notes.

- **Staff-assisted Station Card -** These are outlined in a double lined box.

Lesson Title

Staff-assisted Station

Materials - Anything used to carry out the lesson is listed in this area. Handouts and take home activities are also noted under this heading

Activities/Directions - These provide step by step instructions for using the station.

Learning Questions - Each station has questions to encourage discussion and critical thinking about the activity.

- **Independent Station Card -** These are outlined in single lined shadow box.

Lesson Title

Independent Station

Materials - Anything used to carry out the lesson is listed in this area. Handouts and take home activities are also noted under this heading

Activities/Directions - These provide step by step instructions for using the station.

Learning Questions - Each station has questions to encourage discussion and critical thinking about the topic.

Varied formats are used for:

- **Parent's Handout**
- **Worksheet**
- **Rules Sheet**
- **Trip Sheet**

BEGINNING UNIT

Parent's Handout

SUMMER LEARNING CAMP

This program provides an opportunity for you and your children to work together on learning activities.

Children learn by doing. Hands on activities and discovering how and why things work make learning exciting. Many activities that seem like play provide children with a chance to learn through exploration. Hands on learning experiences benefit learners of all ages.

The activities in the Summer Learning Camp are organized in learning stations. These are mini-lessons located throughout the room. The stations are separated into two categories, staff-assisted and independent.

At the staff-assisted stations, staff will explain the lesson. At the independent stations, participants can work on their own. Station cards with instructions are provided to guide you through independent stations.

Learning questions are listed at the bottom of the station cards to stimulate discussion and critical thinking,

Some of the activities will be available throughout the program. These are called everyday activities. At the beginning of the week, new learning stations relating to the theme for the week will be explained. Participants decide what they want to work on each day.

No Cook Playdough

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- No Cook Playdough Recipe Card
- No Cook Playdough Parent's Handout

Purpose:

1. Develop small muscle control.
2. Familiarize children with measurement.
3. Identify colors and shapes.
4. Develop skills for working together in a group.

Materials: food coloring, cooking oil, spoon, salt, large bowl, water, flour, measuring cups, hard surface, parent's handout, recipe card

Preparation:

1. Choose an area of the room with a level, flat surface.
2. Have paper towels available for clean up.
3. Use this recipe for making the dough.

RECIPE FOR PLAYDOUGH

4 cups of flour
1 cup of salt
1 cup of water
a few drops of food coloring
1 tablespoon of cooking oil

Mix all the dry ingredients in a large bowl. Add water and food coloring slowly. Add oil. Mix. Knead in some extra flour if still sticky.

Notes: This recipe uses items found in most kitchens. Playdough helps children develop their small motor skills. As they push, pull, and form the dough, they are using their senses, of smell, touch, and sight. They are also using their imaginations. Playdough is useful to calm down a restless child. It focuses children and engages their minds and bodies.

Now move on to the activities on the station card.

No Cook Playdough

Staff-assisted Station Card

Materials: food coloring, cooking oil, spoon, salt, large bowl, water, flour, measuring cups, hard surface, parent's handout, recipe card

Activities:

1. Explain to the group that they will be making playdough and everyone will have a job to do. Remind them to follow instructions and take turns.
2. Assign individuals to jobs:
   - Measuring the different ingredients
   - Getting water
   - Pouring ingredients in the mixing bowl
   - Stirring the mixture
   - Flouring the surface area.

   Follow the recipe card providing assistance to children.

RECIPE FOR PLAYDOUGH

4 cups of flour A few drops of food coloring
1 cup of salt 1 tablespoon of cooking oil 1 cup of water

Mix all the dry ingredients in a large bowl. Add water and food coloring slowly. Add oil. Mix. Knead in some extra flour if still sticky.

3. Check dough for the correct consistency. Add more flour if necessary.
4. Sprinkle a little flour on the playing surface. Then leave children to their own creations. If the dough begins to dry out, add a drop of oil.
5. A handout is included for parents to take home.

Learning Questions:

- What things are made from flour?
- What color would you like to put in the playdough?
- What happens if we mix these two colors?
- What would you like to make from the playdough?
- What happens when we add the water?
- What happens as we add more oil?

Parent's Handout

No Cook Playdough

This recipe uses items found in most kitchens. Playdough is great to help children develop their small motor skills. As they push, pull, and form the dough, they are using their senses of smell, touch, and sight. They are also using their imaginations. Playdough is useful to calm down a restless child. It focuses children and engages their minds and bodies.

Making playdough with a child is a great science and math activity. Let the child do the measuring using the recipe below. Talk about what is happening as the child mixes the ingredients together. What happens when the water is added? What happens when the food coloring is added? Can mixing blue and red make another color playdough?

After the dough is finished, sprinkle a little flour on the playing surface. This will help prevent the dough from sticking to it. If the dough begins to dry out while it is in use, add a drop of oil to return the elasticity.

RECIPE FOR PLAYDOUGH

4 cups of flour
1 cup of salt
1 cup of water
a few drops of food coloring
1 tablespoon of cooking oil

Mix all the dry ingredients in a large bowl. Add water and food coloring slowly. Add oil. Mix. Knead in some extra flour if still sticky

If the dough begins to dry out during play, add a drop of oil.

Documentation Through Pictures

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card 1
- Independent Station Card 2
- Independent Station Card 3
- Independent Station Card 4

Purpose:

1. Develop conversation with adults and peers.
2. Recall sequential order.
3. Develop small muscle control.
4. Recognize shapes, colors, textures, and people.
5. Write Language Experience Stories.

Card 1 Materials: camera, flash, film, batteries
Card 2 Materials: photographs, construction paper, glue stick, markers
Card 3 Materials: felt, cardboard squares, glue, scissors, dried beans, rulers, photographs, scrap pieces of cardboard
Card 4 Materials: paper, pen/pencil, photograph

Preparation:

1. Decide who will take pictures. It may be staff members, parents, or children.
2. Get a camera and film (for indoor use a flash is needed).
3. Tell the participants they will be taking pictures of the activities of the camp. The photographs will be used to keep a record of their memories and as learning stations during the summer. Explain that they will have the chance to take pictures with the camera. Find out if anyone is uncomfortable having his or her picture taken.

5. Explain how to use the particular camera if necessary. Ask the group for pointers on taking pictures, for example, centering the subject, having an interesting background and capturing excitement.
6. There are three activities to complement the activity on card 1, taking pictures. Each is designed to be an independent station. Have station cards 2, 3, and 4 displayed on tables when the group is ready for those activities.

Notes: Taking pictures is a rewarding activities for children and parents. It allows them to have a record of activities from the summer. The pictures can be used to recall events and tell stories. A photo album can be created and students can document the events by writing captions for the pictures. Other activities that stem from taking pictures are homemade picture frames, sequential order exercises, and Language Experience Stories.

It is important to teach the Language Experience Approach to parents before they are expected to use it with their children.

Now move on to the activities on the station cards.

Documentation Through Pictures

Card 1: Taking Pictures

Staff-assisted Station

Materials: camera, flash, film, batteries

Activities:

1. Provide assistance on how to use the camera and take pictures. Suggest settings or types of activities that would be good for recording events.

2. Explain that each individual can take 2 or 3 pictures.

3. Have individuals take turns taking pictures. Have a secretary record the number of the photograph with the name of the photographer.

Learning Questions:

- What do you think is needed for a good picture?
- Is there any activity going on that catches your eye?
- What do you think would make an interesting picture?
- What is inside the camera?
- Where does the picture come from?

Documentation Through Pictures

Card 2: Sequencing Pictures

Independent Station Card

Materials: photographs, construction paper, glue stick, markers

Activities:

1. Choose a group of pictures that show a series of related events.
2. Decide the order in which the events happened from first to last.
3. Glue the pictures to the construction paper.
4. Write a caption under each picture to document the event.

Learning Questions:

- Who is in the picture?
- What is happening in the picture?
- Which picture shows what happened first?
- Which picture shows what happened next?
- Can you put the pictures in order?
- Can you change the order of the pictures to make a different, perhaps even a funny story?

Documentation Through Pictures

Card 3 : Making Picture Frames

Independent Station Card

Materials: felt, cardboard squares, glue, scissors, dried beans, rulers, photographs, scrap pieces of cardboard

Activities:

1. Gather materials to make the frame. Each frame will need two large pieces of cardboard and one small one.
2. Trace the picture shape onto one of the cardboard pieces.
3. Cut out the traced area of the picture. The remaining outline is the front of the frame.
4. Decorate the front of the frame with the felt and other materials.
5. Glue 3 sides of the frame front to the second piece of cardboard. The top of the two pieces should not be glued together. This is where the photograph will be slid into the frame.
6. Cut a small piece of cardboard into a triangle. Glue a small piece of cardboard to its bottom to form a base. Glue this cardboard structure to the frame and allow to dry before putting the picture inside.
7. After all the glue has dried, put the photograph in its frame.

Learning Questions:

- What picture would you like to frame? Why?
- What materials do you want to use to decorate your frame?
- Do you remember when the photograph was taken?

Documentation Through Pictures

Card 4: Composing Stories

Independent Station Card

Materials: paper, pen/pencil, photographs

Activities:

1. Choose a picture or a series of pictures to tell a story.

2. Decide who will tell the story and who will write it down.
   Storyteller: Tell the story to your partner.
   Recorder: Write the story using your partner's exact words.

3. Read the story over for clarification from the storyteller. Is there anything the storyteller wants to add or change?

4. Share the story by hanging it with the accompanying photograph on the wall.

Learning Questions:

- Who is in the picture?
- What is happening in the picture?
- Is anyone in the picture saying anything?
- If you were in the picture, what would you be saying?
- What story could you tell about the picture?

Building Blocks

Teacher Information Sheet

Lesson Components

- Independent Station Card

Purpose:

1. Identify and sort shapes.
2. Explore spatial relations by counting and measuring objects.
3. Construct structures.
4. Describe object size.

Materials: wooden building blocks of various shapes and sizes

Preparation:

1. Discuss ways to use blocks.
   - Use blocks as a tool for measurement
   - Describe block shapes
   - Build structures
2. Develop a set of classroom rules.
   - Share blocks with each other
   - Blocks are for building, not for throwing
   - Structures may only be as high as your waist
   - Be sure to put the blocks away neatly when you are finished playing
3. Have station card displayed on the table. Make blocks available for use anytime.

Notes: Hands on play is important for children. Blocks are a resource that captures their interest. Geometric shapes, measurement, and spatial relations are concepts that the children are able to explore using blocks. Using blocks also establishes work habits if children are responsible for working together, respecting safety rules while using the blocks and for cleaning up and returning blocks.

Now move on to the activities on the station card.

Building Blocks

Independent Station Card

Materials: wooden building blocks of various shapes and sizes

Activities:

1. Play freely. (It is important for children to have time to play as they choose and set their own rules.

2. Try to answer the learning questions below, but if the child does not feel like talking, don't force it.

3. Discuss structures with a partner.

Learning Questions:

- Which blocks are squares? Which are rectangles? Which are triangles?
- What is the tallest building you can make with five blocks?
- What is the sturdiest building you can make with five blocks?
- How many of this block would it take to be as long as your hand? As long as your leg?
- Can you build something using all the blocks? (Remember not to make it higher than your waist.)

Classroom Rules

- Share blocks with each other
- Blocks are for building, not for throwing
- Structures may only be as high as your waist
- Be sure to put the blocks away neatly when you are finished playing

Paints

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Rules List

Purpose:

1. Develop small muscle skills.
2. Identify colors and shapes.
3. Create pictures as a pre-writing activity.
4. Recognize individuality.

Materials: tempra or watercolor paint, paper (depends on the paint), newspaper, brushes, smocks, paper towels, a water source

Preparation:

1. Designate an area of the room for painting.
2. Cover the surfaces with newspaper and arrange painting paper and brushes at seats.
3. Mix paints and arrange on the table.
4. Provide smocks for children.
5. Explain what the purpose of painting is going to be.
6. Develop a list of rules for children to follow.
    - Children need to wear smocks at all times.
    - Children are not to use brushes or paints until instructed to do so.
    - Paint is not to be thrown or splattered on others. Paint is for the paper.
    - Children are to stay seated at the painting station until they have cleaned up everything.
    - Paintings are to be left at the station until dry or moved by an adult.

Notes: Paints are an important medium through which children can express themselves. Paints stimulate creativity and imagination. The use of brushes develops small motor skills. Painting gives children an opportunity to use a variety of colors and shapes.

Watercolors and tempra paints should be out for use every day. When the participants are used to the routine of using paints, ask parents to volunteer overseeing the station. Sometimes children can be given themes for painting and at other times, the children should be left to their own creations.

Now move on to the activities on the station card.

Paints

Staff-assisted Station Card

Materials: tempra or watercolor paint, paper (depends on the paint), newspaper, brushes, smocks, paper towels, a water source

Activities:

1. Explain that the purpose of the painting activity is to create pictures which will later be used for a writing activity.
2. Review rules for using paints listed below.
3. Allow participants to create.
4. Ask artists if there is a story to go with their pictures. If so, encourage them to write the story independently or using the language experience approach as appropriate.

Learning Questions:

- What would you like to paint?
- What colors would you like to use?
- Does the picture tell a story?

Classroom Rules

- Children need to wear smocks at all times.
- Children are not to use brushes or paints until instructed to do so.
- Paint is not to be thrown or splattered on others. Paint is for the paper.
- Children are to stay seated at the painting station until they have cleaned up everything.
- Paintings are to be left at the station until dry or moved by an adult.

Rules List

Painting Activities

- Children need to wear smocks at all times.
- Children are not to use brushes or paints until instructed to do so.
- Paint is not to be thrown or splattered on others. Paint is for the paper.
- Children are to stay seated at the painting station until they have cleaned up everything.
- Paintings are to be left at the station until dry or moved by an adult.

Story Telling

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Parent's Handout

Purpose:

1. Develop an appreciation for reading.
2. Understand the connection between written and spoken words.
3. Involve parents and children in story telling.

Materials: books appropriate for all ages, books relating to the weekly theme (a handout with suggestions follows)

Preparation:

1. Choose and familiarize reader with the book to be read.
2. Choose a meaningful story. It can relate to the weekly theme, an issue important to the class or simply be a story the class would enjoy.
3. The day before a story is going to be read aloud, preview the book. Go over story telling techniques and select those to be used.

Notes: Story telling is a wonderful way to develop a child's imagination and foster an appreciation for reading. Oral reading helps younger children develop listening and comprehension skills. Using stories that relate to the theme of the week increases interest and provides a sense of purpose to the reading. Use older children to assist in reading to the younger children.

Now move on to the activities on the station card.

Story Telling

Staff-assisted Station Card

Materials: books appropriate for all ages, books relating to the weekly theme (a handout with suggestions follows)

Activities:

1. Use the questions below throughout the activity.
2. Choose a story or stories to read.
3. Familiarize yourself with the book.
4. Decide on story telling techniques to be used.
5. Read the story.
6. Discuss the story together as you read.

Learning Questions

- What story would you like to read?
- Do you want to look at the pictures first?
- What do you think will happen in the story?
- Do you know the story? Would you like to tell it to me or with me?
- Would you like to make up your own story using the pictures?

Parent's Handout

Story Telling

The books recommended for story telling are available in most public libraries. These books are related to some aspect of each unit and are noted books for the age levels of this program.

Recommended Children's Books

Beginning Unit

Title	Author	Publisher	Year
The Great Blueness	Arnold Lobel	Harper & Row	1968
The Quarreling Book	Charlotte Zolotow	Harper & Row	1963
Best Friends	Miriam Cohen	MacMillian	1971
Friends	Helen Heine	Antheneum	1964
May I Bring a Friend?	Beatrice S. DeRegnier	Antheneum	1964
What Do You Say, Dear?	Joslin Sesyle	Young Scott	1963
George and Martha	James Marshall	Houghton Mifflin	1972
Let's Be Friends for Frances	Russell Hoban	Harper & Row	1965
All Kinds of Mothers	Cecily Brown Stone	McKay	1969
Even if I Did Something Awful	Barbara Shook Hazer	Antheneum	1980
Take Care of Things	Helen E. Buckley	Lothrop, Lee & Shepard	1991
Tell Me a Story Mama	Angela Johnson	Orchard	1989
1st Pink Light	Eloise Greenfield	Black Butterfly Children's Books	1991
Con Mi Hermano/With My Brother	Eileen Roe	Bradburry Press	1991
Surprises	Lee Bennett Hopkins	Harper Trophy	1984

Aquatic Unit

Title	Author	Publisher	Year
Swimmy	Leo Lionni	Pantheon	1963
One Morning in Maine	Robert McCloskey	Viking	1952
Six Foolish Fishermen	Benjamin Elkins	Children's Press	1957
Harbor	Donald Crews	Greenwillow	1982
Little Toot	Hardic Gramatky	Putnam	1939
Fish Is Fish	Leo Lionni	Random House	1970
Water Is Wet	Penny Polluck	Putnam	1985
Fishing at Long Pond	William T. George	Greenwillow	1991
4 Brave Sailors	Mirra Ginsburg	Greenwilow	1987

Hands on Learning Unit

Title	Author	Publisher	Year
On Market Street	Arnold Lobel	Green Willow	1981
Faces	Barbara Brenner	Dutton	1970
The Very Hungry Caterpillar	Eric Carle	Philomel	1969
Look, a Butterfly	David Cutts	Troll Associates	1982
Alexander, Who Used to Be Rich Last Sunday	Judith Viorst	Antheneum	1978
Sails, Rails, and Wings	Seymour Reit	Golden	1978
What Makes It Go? Work? Fly? Float?	Joe Kaufman	Golden	1971
Eggs	Dorothy Turner	Carolrhoda	1989
In the Attic	Hiawyn Oram Satoshi Kitamura	Henry Holt & Co.	1984
Bones, Bones, Dinosaur Bones	Byron Barton	Crowell	1990

Farm Unit

Title	Author	Publisher	Year
An Arkful of Animals: Poems for the Very Young	William Cole	Harper & Row	1978
The Big Red Barn	Margaret Wise Brown	Addison-Wesley	1956
The Animals of Buttercup Farm	Judy Dunn	Random House	1981
Farm Animals	Nancy Sears	Random House	1977
Whose Mother Are You?	Robert Kraus	MacMillian	1970
The Carrot Seed	Ruth Krauss	Harper & Row	1945
Henny Penny	Paul Galdone	Houghton Mifflin	1968
Jack and the Beanstalk	Tony Ross	Delacorte	1968
Stone Soup	Marcia Brown	Scribner's	1947
Good Morning Chicks	Mirra Ginsburg	Greenwillow	1992
Planting a Rainbow	Lois Ehlert	Brace Jovanovich	1988
The Story About Ping	Marjorie Flack	Penguin	1977
The Tales of Peter Rabbit	Beatrix Potter	Warne	1902
Zoo	Anthony Browne	Knopf	1992

Recreation Unit

Title	Author	Publisher	Year
Lordy, Aunt Hattie	Ianthe Thomas	Harper & Row	1973
Gilberto and the Wind	Marie Hall Ets	Viking	1963
Nibble, Nibble	Margaret Wise Brown	Young Scott	1959
Cloudy with a Chance of Meatballs	Judith Barrett	Atheneum	1978
The Story of Ferdinand the Bull	Munro Leaf	The Viking Press	1937
Bored - Nothing to Do	Peter Spier	Doubleday	1978
Mirandy & Brother Wind	Patricia C. McKissack	Knopf	1988
All the Colors of Race	Arnold Adoff	Lothrop, Lee & Shepard	1982
Goggles	Ezra Jack Keats	MacMillian	1969
How My Parents Learned to Eat	Ina R. Friedman	Houghton Mifflin	1984
Where Are You, Ernest and Celestine?	Gabrielle Vinvent	Greenwillow	1977

Interconnecting Blocks

Teacher Information Sheet

Lesson Components

- Independent Station Card

Purpose:

1. Identify and sort by colors.
2. Compare spatial relations by counting and measuring objects.
3. Create patterns and sequences.

Materials: interconnecting blocks (Legos, Connects, Unifix Cubes, Duplo Blocks, Lincoln Logs)

Preparation:

1. Explain ways to use blocks.
   - Use blocks as a tool for measurement.
   - Describe block shapes.
   - Build structures.
   - Discuss colors.
   - Create patterns.
2. Develop a set of classroom rules.
   - Share blocks with each other.
   - Blocks are for building, not for throwing.
   - Structures may only be as high as your waist.
   - Be sure to put the blocks away neatly, when you are finished playing.
3. Have station card displayed on the table. Make blocks available for use anytime.

Notes: Using interconnecting blocks (Legos, Connects, Unifix Cubes, Duplo Blocks, Lincoln Logs) provides tactile and real life experiences with measurement, colors and patterns. Children enjoy initiating projects on their own by measuring objects in the room.

Now move on to the activities on the station card.

Interconnecting Blocks

Independent Station Card

Materials: interconnecting blocks (Legos, Connects, Unifix Cubes, Duplo Blocks, Lincoln Logs)

Activities:

1. Play freely. It is important for children to have time to play as they choose and set their own rules.

2. Try to answer the learning questions below, but if the child does not feel like talking, don't force it.

3. Discuss creations with a partner.

Learning Questions:

- How many of this block would it take to be as long as your hand? As long as your leg?
- Can you make a square? Can you make a circle? What else can you make?
- Can you make a design out of different colored blocks?
- What are your favorite colors?
- What color blocks do you have ? How many of each color?

Classroom Rules

- Share blocks with each other
- Blocks are for building, not for throwing
- Structures may only be as high as your waist
- Be sure to put the blocks away neatly when you are finished playing

AQUATIC UNIT

Parent's Handout

Aquatic Unit

The projects on this handout are for use at home with low cost materials. They reinforce the weekly unit being done at school. The list of books also goes along with the week's lessons. Most libraries have these books.

Mobiles: Mobiles can be made at home from a variety of materials. Children can use natural materials such as leaves, pine cones, sticks or bark. Objects such as large buttons, recyclable materials and old toys can also be used.

Crayon and Paper Batiks: Batiks can be made with colored construction paper and crayons. The effect of the two mediums together makes the picture stand out. Any type of picture can be drawn.

Books:

Title	Author	Publisher	Year
Swimmy	Leo Lionni	Pantheon	1963
One Morning in Maine	Robert McCloskey	Viking	1952
Six Foolish Fishermen	Benjamin Elkins	Children's Press	1957
Harbor	Donald Crews	Greenwillow	1982
Little Toot	Hardic Gramatky	Putnam	1939
Fish Is Fish	Leo Lionni	Random House	1970
Water Is Wet	Penny Polluck	Putnam	1985
Fishing at Long Pond	William T. George	Greenwillow	1991
4 Brave Sailors	Mirra Ginsburg	Greenwilow	1987
Mr. Gumpy's Outing	John Burningham	Crowell	1971

Fish Mobiles

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Fish Stencils

Purpose:

1. Develop small motor skills through cutting and gluing.
2. Describe differences among fish.
3. Explore the principles of space and balance.

Materials: straws, scissors, pre-cut oaktag, markers, crayons, string, hole punch, fish stencils, hangers, sticks, paper clips

Preparation:

1. Run off enough stencils for the group.
2. Pre-cut string to different lengths.
3. Decide what to use for an anchor (a hanger, a stick, straws).
4. Have two tables set up, one for coloring and cutting and the other for putting the mobiles together.

Notes: Mobiles are a good activity because they combine art and science principles. The concepts of balance and space need to be addressed when doing this activity. For example, centering the hole in the fish to keep it level is a challenge. Discovering ways to aid in this process need to be discussed with participants. Another facet to discuss is spacing shapes so they do not touch. Working through these concerns with the participants will help to develop thinking skills and increase their awareness of size, shape, length and arrangement, all of which are important factors in making mobiles.

Now move on to the activities on the station card.

Fish Mobiles

Staff-assisted Station

Materials: straws, scissors, pre-cut oaktag shapes, markers, crayons, string, hole punch, fish stencils, hangers, sticks, paper clips

Activities:

1. Have participants choose three to five of the fish dittos for their mobile. Younger children may only want to do one or two.

2. Color the fish, cut out and glue to pre-cut oaktag shapes.

3. In the top of the shape, punch a hole that is large enough for string to pass through. Center the hole so the fish will hang horizontally.

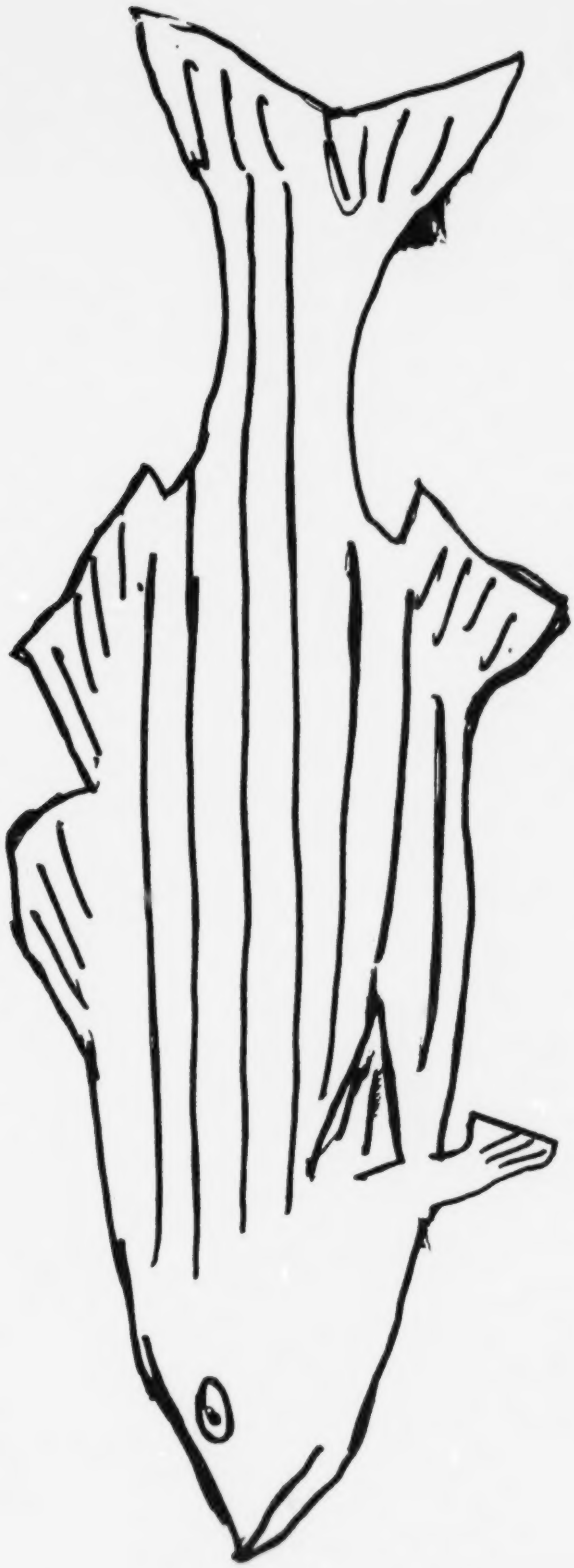
4. The mobile may have as many attachments as fit without bumping. Different levels can be created as well.
   a) For mobiles with one level, tie a string through the hole in the top of the oaktag. Attach the other end of the string to a hanger. Two or three fish can be hung in this way.
   b) For more than one level, tie a string through the hole in the top of the oaktag. Attach the other end of the string to a straw (or stick). Attach 2 or 3 fish to the straw or stick. Make two or three straws in this way. Tie a string from each straw to the hanger.

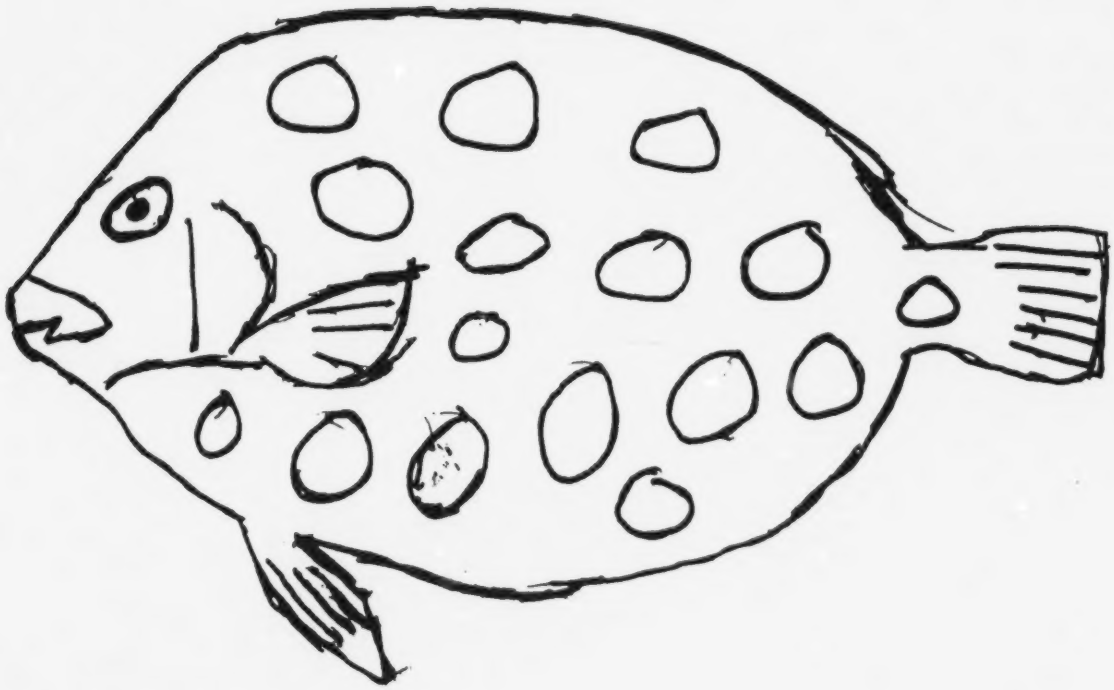
5. Discuss what you had to do to balance the mobiles.

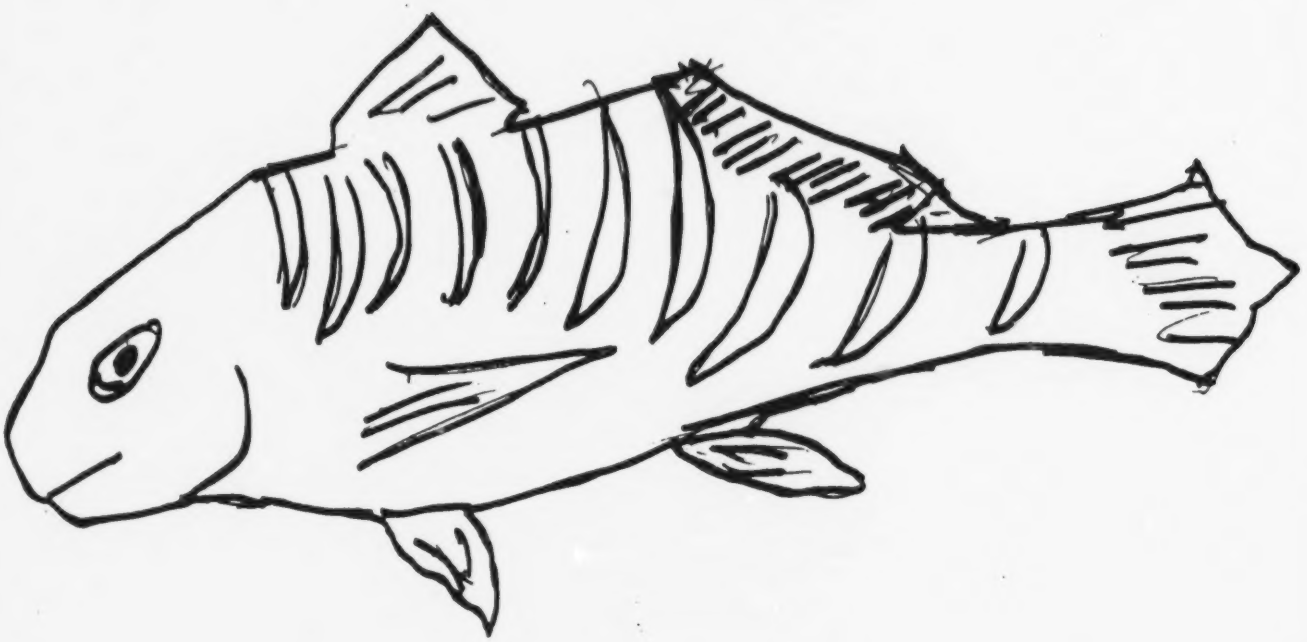
Learning Questions

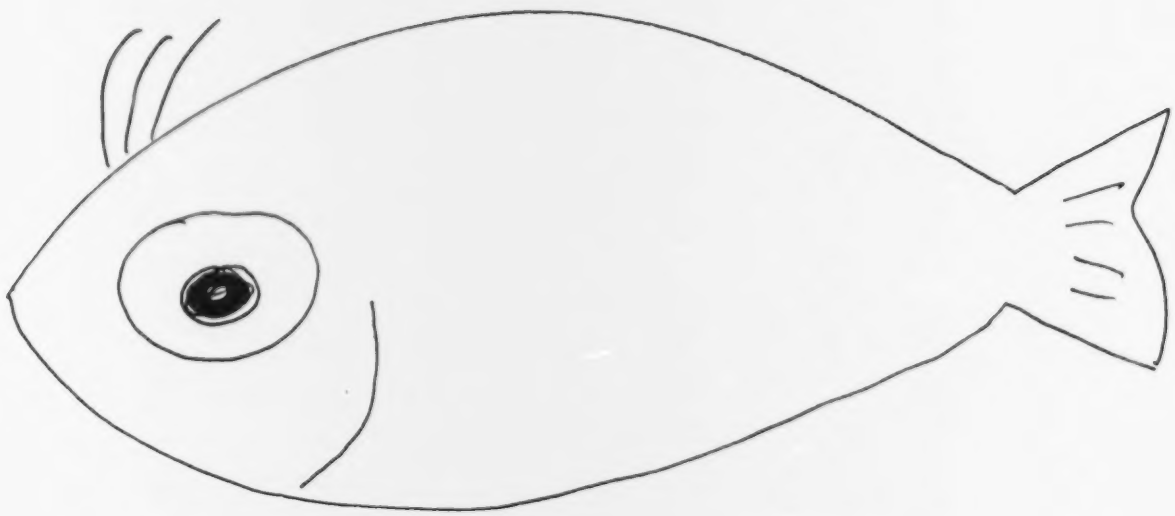
- Where do fish live?
- Do fish learn in schools?
- Do you like the water? Can you live in the water? Why not?
- How can fish live in the water?
- How can we hang one fish so that the hanger hangs straight? How can we hang two? What about three fish?

Fish Mobile Stencils









The Shell Game

Teacher Information Sheet

Lesson Components

- Independent Station Card

Purpose:

1. Sort and arrange shells according to size order.
2. Classify the different shells by color, shape and design.

Materials: shells of various sizes, colors and shapes; station card

Preparation:

1. Have shells randomly placed on a table.
2. Have station card displayed on the table.

Notes: Pattern games can easily be done at home with household objects such as spices, kitchen utensils or shoes.

Now move on to the activities on the station card.

The Shell Game

Independent Station Card

Materials: shells of various sizes, colors and shapes

Activities:

1. Place the shells on a table. Arrange the shells in order according to size from smallest to largest or largest to smallest.

2. Group them by similarities, for example, shapes, colors, textures or designs.

3. Create a pattern with the shells, for example, purple, white, purple, white, arranged by colors, textures, designs or shapes.

4. See if your partner can repeat the pattern.

Learning Questions:

- Which shell is the biggest? Which is smallest?
- Are some of the shells similar in color? Which shells could belong to the same color family?
- What shapes do you see?
- What do the shells feel like? Are some smooth? Are some rough?
- What other textures are there?
- Can you hear anything when you hold a shell to your ear?

Sink or Float Boat Making

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Sink or Float Worksheet

Purpose:

1. Identify objects that float.
2. Investigate characteristics of objects that float.

Materials: solid wood block, pennies, bottles caps, aluminum foil, straws, popsicle sticks, clay, tub filled with water, old newspaper, Sink or Float Worksheet

Preparation:

1. Place a basin of water on some newspaper.
2. Have materials laid out in order of use.
3. Have paper towels and a mop available for children's hands and the floor.

Notes: An object placed in water will displace either its weight or its volume. A solid object, such as a ball of clay will sink because it is heavier than water. A block of wood will float because it is lighter than water. Even if you push a light object under water, when you let it go, it will pop up to the surface.

But what if the object is not solid? What if clay shaped like a boat is placed on the surface? The boat includes the clay and also the air inside the boat. This new creation weighs less than water. It is important to remember that the air is part of the floating boat. If the boat springs a hole and water replaces the air, the boat sinks. If you put the boat under water, the air gets replaced by water. When you let go of the boat, it does not rise to the surface.

Now move on to the activities on the station card.

Sink or Float Boat Making

Staff-assisted Station Card

Materials: solid wood block, pennies, bottles caps, aluminum foil, straws, popsicle sticks, clay, tub filled with water, old newspaper, Sink or Float Worksheet

Activities:

1. Fill a medium sized basin 1/3 with water. Place it on old newspapers.

2. Have all other materials except for clay and foil ready to test for buoyancy. After all objects have been tested alone, try the foil by placing it in a ball. Next, try the foil flattened out as a boat. Repeat the same process with clay. What did the group observe? Discuss.

3. Now place objects on the boat. Does it affect the way the boat floats? Participants will enjoy this activity and may be very creative at boat making. Explain what is allowed in the water and what is not allowed in the water.

Learning Questions:

- What do you think will float? Will a penny float? Will the block of wood float?
- Does the bottle cap always float?
- Will the foil float if it is rolled up in a ball? What if it is flattened out?
- What about the clay?
- What happens when you put a penny in the clay boat?
- What happens if you put all the pennies in the clay boat?

Sink or Float Worksheet

Keep a record of the items that sink and float on this sheet. Guess which items will sink and float by placing an **X** in the box below, then test and mark each item again. Record observations under comments. The learning questions can be used with the findings portion of this worksheet.

Item	Guess		Test		Comments
	Sink	Float	Sink	Float	
straw		X		X	correct, the straw floated
solid wood block					
penny					
bottle cap					
popsicle stick					
aluminum foil ball					
aluminum foil boat					
clay ball					
clay boat					

Crayon and Watercolor Fish

Teacher Information Sheet

Lesson Components

- Staff-assisted Station
- Rules List from Everyday Activities, Paints

Purpose:

1. Use descriptive words to discuss designs.
2. Sort fish according to color and size.
3. Write Language Experience Stories based on children's pictures.

Materials: crayons, water color paints and paper, *Swimmy* by Leo Lionni

Preparation:

1. Designate an area of the room for painting.
2. Cover the surface with newspaper and lay out paper and brushes.
3. Mix paints and arrange on the table.
4. Provide smocks for children.
5. Decide on the subject of the painting.
6. Develop a list of rules for children to follow.
    - Children need to wear smocks at all times.
    - Children are not to paint until instructed to do so.
    - Paint is not to be thrown or splattered on others.
    - Children are to stay seated at the painting station until they have cleaned up everything.
    - Paintings are to be left at the station until dry or moved by an adult.

Notes: This activity can also be done with colored construction paper and crayons. The colored background creates the same batik effect as the crayon and watercolor technique.

It is important to teach the Language Experience Approach to parents before they are expected to use it with their children.

Now move on to the activities on the station card.

Crayon and Watercolor Fish

Staff-assisted Station Card

Materials: crayons, watercolor paper, watercolor paints, *Swimmy*, by Leo Lionni

Activities:

1. Read the story *Swimmy*, by Leo Lionni.
2. Ask the children to create their own fish pictures using crayons. After the children have colored their fish, tell them to paint the water with watercolors.
3. When everyone is through, have the children share their creations with each other by telling about the number, sizes and colors of the fish.
4. Have parents record their children's explanation of their pictures to be displayed alongside the painting.

Learning Questions:

- Where have you seen fish?
- Did the fish see you? How do you know?
- What did they look like? What colors were they?
- Do fish sink or float?
- Why can fish live under water?
- How do fish move around?
- Can you swim?
- Can you live under water?

Aquatic Trip

Teacher Information Sheet

Lesson Components

- Field Trip Card
- Scavenger Hunt Sheet

Purpose:

Investigate a set of clues about aquariums to focus attention and maximize learning on the trip.

Materials: Scavenger Hunt Sheet, pencils, portable hard surface (clipboard or book)

Preparation:

1. Visit the site before the trip. Use or adapt the Aquatic Trip Sheet as needed.
2. Discuss with parents and children the rules of safety and the purpose for the trip.

Notes: This trip is designed to broaden views about aquatic life. Encourage parents and children to ask questions and relate what they see to their own experiences.

Now move on to the activities on the trip sheet and scavenger hunt.

Aquatic Trip

Field Trip Card

Materials: Scavenger Hunt Sheet, pencils, portable hard surface (clipboard or book)

Activities:

1. On the way to the aquarium, explain to the group that it is a very large place full of many exciting things to see. There are many exhibits and one way to make it more exciting is to go on a scavenger hunt while they are there.

2. Hand out the Scavenger Hunt Sheets and go over the directions and questions. Make sure everyone has a pencil and hard surface for writing. Tell the group to try to complete as many questions as possible. Sheets will be collected and discussed at the next class.

Aquatic Scavenger Hunt

Answer the following questions to the best of your ability, by locating the information at the Aquarium or using your personal experience.

1. What different types of shapes of fish did you see?

2. What is your favorite shaped fish?

3. How many different types of fish do you think are here?

4. Name some places fish live.

5. Name five different colors of fish you have seen.

6. What types of sea animals would you find on a beach?

7. Have you ever touched a sea animal? What was it? How did it feel?

8. What types of trash do you think you would find in a river near a city?

9. Find out the name of one staff member at the Aquarium and what his or her job is.

10. What was your favorite part of the trip?

HANDS ON LEARNING UNIT

Parent's Handout

Hands on Learning

The projects on this handout are for use at home with low cost materials. They reinforce the weekly unit being done at school. The list of books also goes along with the week's lessons. Most libraries have these books.

Body Picture: Body pictures can be made at home using newspaper. Draw and label different parts of the body. Make one picture for each family member. Cut out pictures from magazines and create a collage of body parts. Create silly bodies by combining a small body with a large head.

Butterflies: Children can go on a butterfly hunt to find different types of butterflies. Use construction paper or cut up pictures to create butterfly mosaics. Instead of butterflies, look for and draw another type of insect.

The Money Game: Practice the game at home to practice counting and using money with children. Play store at home and use real money or take children to the store and teach them how to read numbers and prices.

Books:

Title	Author	Publisher	Year
On Market Street	Arnold Lobel	Green Willow	1981
Faces	Barbara Brenner	Dutton	1970
The Very Hungry Caterpillar	Eric Carle	Philomel	1969
Look, a Butterfly	David Cutts	Troll Associates	1982
Alexander, Who Used to Be Rich Last Sunday	Judith Viorst	Antheneum	1978
Sails, Rails, and Wings	Seymour Reit	Golden	1978
What Makes It Go? Work? Fly? Float?	Joe Kaufman	Golden	1971
Eggs	Dorothy Turner	Carolrhoda	1989
In the Attic	Hiawyn Oram Satoshi Kitamura	Henry Holt & Co.	1984
Bones, Bones, Dinosaur Bones	Byron Barton	Crowell	1990

Body Pictures

Teacher Information Sheet

Lesson Components

- Independent Station Card
- Body Parts Worksheet

Purpose:

1. Develop awareness of self.
2. Identify the different body parts.
3. Develop skills estimating length.
4. Develop measuring skills.
5. Learn documentation skills.

Materials: butcher paper, tape, markers, crayon or tempra paints, scissors; measuring objects such as blocks, Legos, Unifix Cubes or rulers; Body Parts Worksheet

Preparation:

1. Have pre-cut sheets of butcher paper arranged on the floor. Have markers or crayons available for tracing. Parents and children decide who will be traced first.
2. Have station card displayed on the table.
3. Have Body Parts Record Worksheet available.
4. Find a space in the room for drawings to be displayed.

Now move on to the activities on the station card.

Body Pictures

Independent Station Card

Materials: butcher paper, tape, markers, crayons or tempra paints, scissors; measuring objects such as blocks, Legos, Unifix Cubes or rulers; Body Parts Worksheet

Activities:

1. The first one to be traced lies on the paper in a frozen position. This may be straight, or a frozen position which looks like running or swimming. The second person traces the outline of the body onto the paper.
2. After the outline is complete, partners should change positions and repeat the same process on a new sheet of paper. After the partners are both traced, the bodies can be colored in with markers or crayons. Be creative and add things to the drawings (clothes, costumes, patterns).
3. Look at the Body Parts Worksheet. Select measuring units. Pairs should make predictions of how many of the measuring units a certain body parts will be. Record your prediction in the "estimated" column on the Body Parts Worksheet. Check the first prediction and record this in the "actual" column. Check how close your estimate was by finding the difference between the estimate and the actual. Record this under "difference." Continue this for all the body parts on the sheet. Notice what happens to your estimating skills as you go along.
4. Compare the two pictures side by side and discuss the differences of the two individuals.

Learning Questions:

- How long do you think your arm is? Your leg? Your body?
- How many of your body lengths long is your parent?
- How much longer are his or her legs?
- How much bigger is his or her head?
- Does the drawing resemble you?

BODY PARTS WORKSHEET

Directions: Using the body parts drawings and measuring units, record the estimated and actual lengths of various body parts. Use the difference column to see how close your estimates are.

Measurements

Child	Estimated	Actual	Difference
HEAD			
ARM			
LEG			
WHOLE BODY			

Parent	Estimated	Actual	Difference
HEAD			
ARM			
LEG			
WHOLE BODY			

The Butterfly

Teacher Information Sheet

Lesson Components

- Independent Station Card

Purpose:

1. Identify the sizes, colors and patterns on a butterfly.
2. Draw and design a butterfly.
3. Practice the Language Experience Approach.

Materials: butterfly samples, paper butterfly shapes, markers or crayons

Preparation:

1. Have butterfly shapes and markers available.
2. Have station card displayed on the table.

Notes: It is important to teach the Language Experience Approach to parents before they are expected to use it with their children.

Now move on to the activities on the station card.

The Butterfly

Independent Station Card

Materials: butterfly samples, paper butterfly shapes, markers or crayons

Activities:

1. Look at the butterfly samples and talk about their size, patterns and colors.
2. Select a butterfly shape and color it to create a butterfly of your own.
3. Share and display pictures.
4. Dictate a story about the butterfly.

Learning Questions

- What size is your butterfly?
- What colors is it?
- Have you ever seen a butterfly that color before?
- Does the butterfly have any special designs? What kind?
- Does the butterfly have a name?

Junk Sculptures

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card

Purpose:

1. Investigate techniques for balancing objects with a variety of shapes and sizes.
2. Develop an awareness for using items labeled junk.

Materials: glue, cardboard, scissors, aluminum foil, junk (egg cartons, bottle caps, string), two tables

Preparation:

1. Have two tables arranged so that one contains all the junk and the other is the work area. Each work site will need to have scissors and glue.
2. Decide on rules for going back for more junk if needed and if supplies allow.

Notes: Parents are a good source for bringing junk in for this project. The junk can consist of all types of dry materials. Use personal discretion for some materials if considered inappropriate for students.

Clear drying glue works better than paste. Children need to be watched when applying glue.

Now move on to the activities on the station card.

Junk Sculptures

Staff-assisted Station Card

Materials: glue, cardboard, scissors, aluminum foil, junk (egg cartons, bottle caps, string), two tables

Activities:

1. Choose a piece of cardboard as a base for a sculpture and decide which type of junk to use. Sit down at the work table and begin to create by gluing pieces together.

2. Check the sculpture as you create it to see if it is balanced. See if it can stand on its own. Discuss ways to balance the sculpture.

3. After sculptures are complete, participants name their work.

4. If time permits, develop a story to go along with the creation.

Learning Questions:

- What type of materials did you use in your sculpture?
- Does the sculpture have a title or name?
- What is the story that goes with it?
- Can your sculpture stand on its own?
- What did you do balance the sculpture?

The Money Game*

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Rules List
- Coin Worksheet

Purpose:

1. Strengthen counting skills, recognize numbers from 0-4, and discover ways to broaden money usage in a non-threatening atmosphere that stresses an equality of roles.
2. Review names of coins.
3. Develop an awareness of the relationship between coin values.
4. Identify ways to make change for different coin denominations.

Materials: coin worksheet, a stack of cards numbered 0-4, 30 pennies, 12 nickels, 15 dimes, 4 quarters; Rules List

Preparation:

1. Have the coins and cards inside of a plastic self-sealing bag. Have Coin Worksheets ready.
2. Explain the role of the banker to everyone.
3. Be sure the rules are understood by everyone and that all questions are answered.

Notes: Children catch on to the game very quickly. Parents need to be encouraged to assist children who are learning about money for the first time.

Now move on to the activities on the station card.

* Thanks to Penny Allison, teacher at Gompers School, for the idea for this game.

The Money Game

Staff-assisted Station Card

Materials: coin worksheet; a stack of cards numbered 0-4; 30 pennies, 12 nickels, 15 dimes, 4 quarters; Rules List

Activities:

1. Go over the rules of the game. See Rules List.

2. Pass out Coin Worksheet. Parents should help younger children with counting and coin identification.

3. Play the game referring to rules list as needed.

Learning Questions:

- Which coin is worth the least? What is its name?
- Which coin is worth five pennies? What is its name?
- Which is worth ten pennies? What is its name?
- Which is worth the most? What is its name? How many pennies is it worth? How many dimes and nickels?
- What can you buy with a penny? A nickel? A dime? A quarter?

Rules List

The Money Game

This game can be played by 2 - 4 players. The banker may be one of the players or may be an extra person who does not play.

A. The object of the game is to develop skills making change and to be the first person to get one of each coin (penny, nickel, dime or quarter).

B. Each player is given a Coin Worksheet. The names and values of the different coins are reviewed. The pictures on the fronts and backs of the coins is also reviewed. This review especially helps younger players.

C. One person needs to be chosen as the banker. The banker is the only person who can give out or exchange money.

D. Coins may only be purchased on a person's turn.

E. *Coins may only be purchased if the coins of lower value have already been acquired.*

Example: *A dime is not to be purchased before a nickel is placed on the game board. Likewise, a nickel cannot be purchased before a penny is placed on the game board.*

F. Each person plucks a card from the deck. If two people draw the same number, then they redraw. Whoever gets the highest number starts the game and play continues in a clockwise direction.

G. The number on the plucked card is the amount of pennies received from the banker. If a person plucks a zero, then no pennies are received.

H. When the first penny is received, it is placed on the strip. Then a nickel may be purchased after five more pennies are acquired. This process continues for all other coin purchases.

I. If a player builds up a stockpile of pennies, he or she should be encouraged to cash them in for nickels and dimes.

J. The first person to have all coins represented on his or her strip wins. Play can continue for 2nd, and 3rd place, depending on the number of players.

COIN WORKSHEET

Directions: Copy enough game strips for the players of the game. Pass strips out and review the names of the coins. A choice of strips is given so children learn to identify coins according to the face of the coin, the back of the coin, and by the value of the coin. Alternate the strips when children are comfortable with the coins.

25¢

10¢

5¢

1¢

FARM UNIT

Parent's Handout

Farm Unit

The projects on this handout are for use at home with low cost materials. They reinforce the weekly unit being done at school. The list of books also goes along with the week's lessons. Most libraries have these books.

Collages: Create collages at home using pictures from magazines, words from magazines, pasta or spices, pieces of scrap material, or different sizes of buttons.

Shopping trip: Take your child to the market and have them pick out as many items as they can that are from a farm.

Books:

Title	Author	Publisher	Year
An Arkful of Animals: Poems for the Very Young	William Cole	Harper & Row	1978
The Big Red Barn	Margaret Wise Brown	Addison-Wesley	1956
The Animals of Buttercup Farm	Judy Dunn	Random House	1981
Farm Animals	Nancy Sears	Random House	1977
Whose Mother Are You?	Robert Kraus	MacMillian	1970
The Carrot Seed	Ruth Krauss	Harper & Row	1945
Henny Penny	Paul Galdone	Houghton Mifflin	1968
Jack and the Beanstalk	Tony Ross	Delacorte	1968
Stone Soup	Marcia Brown	Scribner's	1947
Good Morning Chicks	Mirra Ginsburg	Greenwillow	1992
Planting a Rainbow	Lois Ehlert	Brace Jovanovich	1988
The Story About Ping	Marjorie Flack	Penguin	1977
The Tales of Peter Rabbit	Beatrix Potter	Warne	1902
Zoo	Anthony Browne	Knopf	1992

Making Butter

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card

Purpose:

1. Discover how farm animals are important in our daily lives.
2. Explain the process of making butter.

Materials: small or medium jars, heavy whipping cream (chilled), popsicle sticks, crackers

Preparation:

1. Make sure that the cream is chilled.
2. Cover the working space with newspaper.

Notes: Children may get tired from shaking the jars. Have them trade off. If after sitting for awhile, the butter starts to return to liquid, reshake it.

Now move on to the activities on the station card.

Making Butter

Staff-assisted Station Card

Materials: small or medium jars, heavy whipping cream (chilled), popsicle sticks, crackers

Activities:

1. Discuss why cows are important to us. Explain to the group that they will be making butter today. Explain the process to everyone before you begin.

2. Fill jars 1/3 full with whipping cream.

3. Place the lids on the jars tightly and have the children take turns shaking the jars in an up and down motion. After 10-15 minutes, check to see if the cream is stiff. When no liquid is seen, the butter is ready.

4. Pass out popsicle sticks to spread butter on crackers.

Learning Questions:

- Where do we get butter?
- How does butter get to the store?
- What is butter made from?
- Where do we get cream to make butter?
- Where do cows live?

Bean Collages

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card

Purpose:

1. Classify and sort beans according to colors, shapes, and sizes.
2. Design and create collages out of beans.
3. Record the numbers of beans it takes to create the patterns.

Materials: felt, glue, cardboard squares, markers or pencils, assortment of beans: navy, lima, kidney, black, split pea

Preparation:

1. Spread newspaper over the workspace.
2. Mix the beans and put them into small cups.
3. Set cups of beans, glue, cardboard and felt on the table.

Notes: When using glue with children, watch the amount of glue they are using. If too much glue is applied, it will soak through the felt. The glue gets absorbed into the felt quickly, but it still holds beans in place.

Now move on to the activities on the station card.

Bean Collages

Staff-assisted Station Card

Materials: felt, glue, cardboard squares, markers or pencils, assortment of beans: navy, lima, kidney, black, split pea

Activities:

1. Take a cup of mixed beans. Separate the beans by color and shape. Identify as many beans as possible.

2. Choose a piece of felt or a cardboard square. Draw a design on it with a marker.

3. Glue beans to the design.

4. Count and record the numbers of beans used to create the design.

Learning Questions:

- Which beans look alike? How are they alike?
- What other ways are some of the beans alike?
- Which beans are the largest? Which are the smallest? Can you put the beans in a line from largest to smallest?
- Where do beans come from?
- What happens if you put a bean in the ground?

Animal Masks

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card

Purpose:

1. Discuss the types of animals found in different living environments.
2. Compare the characteristics of animals that fly, swim, and walk.
3. Construct masks using colors and shapes and displaying animal traits.
4. Write Language Experience Stories.

Materials: paper plates, construction paper, scissors, glue, pipe cleaners, elastic string, buttons, felt, crayons, staples, junk (buttons, bottle caps, egg cartons), paper and pencil

Preparation:

1. Have materials set out on a materials table. Have another table for making the masks. The surface of the work table should be covered with newspaper.
2. Parents need to work closely with children and if any pipe cleaners or felt shapes need to be cut, parents will be responsible to help. (This needs to be emphasized.)

Notes: When all masks are finished and dry, the children may want to parade around and guess what animal everyone is pretending to be.

It is important to teach the Language Experience Approach to parents before they are expected to use it with their children.

Now move on to the activities on the station card.

Animal Masks

Staff-assisted Station Card

Materials: paper plates, construction paper, scissors, glue, pipe cleaners, elastic string, buttons, felt, crayons, staples, junk (buttons, bottle caps, egg cartons), paper and pencil

Activities:

1. Choose what animal you want your mask to look like.
2. Pick out materials to use on the mask.
3. Parents place a paper plate on your child's face and with a marker, gently trace eyes, mouth and nose. Children will cut these out.
4. Children decorate the masks. Parents remember to provide assistance cutting pipe cleaners and shapes of felt as needed.
5. Children create a story about the animal mask. Parents use the language experience approach to record the story.

Learning Questions:

- What animals live on land? What ones live in water? What animals can fly?
- How are animals that live on land alike?
- How are animals that live in the water alike?
- How are animals that can fly alike?
- What features do animals have on their faces? Do worms have eyes? Do birds have noses? Do fish have ears?

Farm Trip

Teacher Information Sheet

Lesson Components

- Field Trip Card
- Farm Scavenger Hunt

Purpose:

Investigate a set of clues at a given sight to discover and further develop interest in the trip.

Materials: scavenger hunt sheet, pencils, hard surface for writing

Preparation:

1. Visit the site before the trip if possible. Adjustments to the scavenger hunt sheet may be necessary.
2. Discuss with parents and children rules of safety and the purpose of the trip.

Notes: This trip is designed to broaden views about farm life. Encourage parents and children to ask questions and relate what they see to their own experiences.

Now move on to the activities on the field trip.

Farm Trip

Field Trip Card

Materials: scavenger hunt sheet, pencils, hard surface for writing

Activities:

1. On the way to the farm, explain to the group that it is a very large place full of many exciting things to see including many animals. One way to make it more exciting is to go on a scavenger hunt while we are there.

2. Hand out the scavenger hunt sheets and go over the directions and questions. Make sure everyone has a pencil and hard surface for writing. Tell the group to try to complete as many questions as possible. Sheets will be collected and discussed at the next class.

Farm Scavenger Hunt

What comes to mind when someone mentions the word farm?

Farms play a major role in our lives. There are many products that we use daily that come from farms or farm. On our trip today, we will go on a search to see what animals and products are on this farm.

Answer the following questions to the best of your ability, by locating the information on the farm or using your personal experience.

Part 1 -*WHAT ANIMALS LIVE ON THIS FARM?*

Before

1. Name three animals that you expect to find on a farm?

After

2. What are the names of some baby animals? (for example, a baby cow is a calf)
3. Name all of the animals you saw on the farm.
4. Name the smallest animal you saw.
5. Name the largest animal you saw.
6. Were there any animals that you could touch on the farm?

Part 2 - *WHAT PRODUCTS DO WE GET FROM THIS FARM?*

Before

1. Name three products in your home that come from a farm.
2. Name a product people drink every day that comes from a farm. (Hint: You may have had some for breakfast.)

After

3. Explain how farmers get milk from cows.
4. Name other products you have in your house that come from a farm.
5. What was your favorite part of this trip to the farm?

RECREATION UNIT

Parent's Handout

Recreation Unit

The projects on this handout are for use at home with low cost materials. They reinforce the weekly unit being done at school. The list of books also goes along with the week's lessons. Most libraries have these books.

Sense Box: Make a sense box at home to use with family members.

1. Glue the following items on the inside of a shoe box: pasta shapes, sponges, steel wool, sand-paper, cotton balls, felt, stones.
2. Next, cut a hole in the box big enough for a small to medium hand to fit inside and feel around.
3. Have people guess what is inside the box. Try it out on the family.

Handicapped Meal: Try eating a meal at home with one arm tied up or blindfolded. Ask a family member for assistance.

Books:

Title	Author	Publisher	Year
Lordy, Aunt Hattie	Ianthe Thomas	Harper & Row	1973
Gilberto and the Wind	Marie Hall Ets	Viking	1963
Nibble, Nibble	Margaret Wise Brown	Young Scott	1959
Cloudy with a Chance of Meatballs	Judith Barrett	Atheneum	1978
The Story of Ferdinand the Bull	Munro Leaf	The Viking Press	1937
Bored - Nothing to Do	Peter Spier	Doubleday	1978
Mirandy & Brother Wind	Patricia C. McKissack	Knopf	1988
All the Colors of Race	Arnold Adoff	Lothrop, Lee & Shepard	1982
Goggles	Ezra Jack Keats	MacMillian	1969
How My Parents Learned to Eat	Ina R. Friedman	Houghton Mifflin	1984
Where Are You, Ernest and Celestine?	Gabrielle Vinvent	Greenwillow	1977

Balancing Scale

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Balancing Scale Worksheet

Purpose:

1. Construct a scale and record observations of the process of balancing objects equal and unequal in weight.
2. Develop skills estimating and recording weight.

Materials: empty spools, coins, bottle caps, blocks, glue, wooden rulers, pencils, string, Balancing Scale Worksheet

Preparation:

1. Have all materials arranged on the table.
2. Give a demonstration of how to build the scale.
3. Explain what a scale is and ask if anyone knows how we use it.
4. Have record sheets ready and available.
5. Go over the words on the sheet.
   - ***Item 1*** should be the heavier object
   - ***Item 2*** should be the lighter object
   - ***Predicted number*** is the guessed number of Item 2's it will take to balance Item 1
   - ***Actual number*** is the number of Item 2's that it takes to come as close as possible to balancing Item 1
   - ***Difference*** is the amount a guess is off.

Notes: Building the scale takes coordination. Children may need help in lining up the ruler and spool and tying these together.

Now move on to the activities on the station card.

The Balancing Scale

Staff-assisted Station Card

Materials: empty spools, coins, bottle caps, blocks, glue, wooden rulers, pencils, string, Balancing Scale Worksheet

Activities:

1. Construct a balance scale from a ruler and a spool. Place the spool at the midpoint of the ruler, the 6 inch mark if the ruler is 1 foot. When both ends are even, tie the spool and ruler together with string.

2. Compare similar objects to see if they are equal in weight. To do this, place the objects on the ruler at an equal distance from the midpoint. For example, a ruler is balanced on the spool at the 6 inch mark and a bean is placed at the 10 inch mark. Since 10 is 4 spaces away from 6, the second object needs to be placed 4 spaces away from 6 in the opposite direction. In order to compare the weight of the 2 objects, the second object needs to be placed at the 2 inch mark.

3. Try balancing different objects. For example, how many pennies will balance a nickel? Use the Balancing Scale Worksheet to record observations.

Learning Questions:

- What is heavier, the rock or the piece of paper?
- Which objects feel like they weigh about the same amount?
- Can you put several objects together to weigh as much as the rock?
- How much do you weigh? How do you know?
- What stores use scales?

Balancing Scale Worksheet

Directions: Record predictions and actual findings from the scale project.

Item 1 should be the heavier object
Item 2 should be the lighter object
Predicted number is the guessed number of Item 2's it will take to balance Item 1
Actual number is the number of Item 2's that it takes to balance Item 1
Difference is the amount that your guess is off.

Item 1	Item 2	Predicted number	Actual number	Difference
stone	*bean*	*6*	*10*	*4*

Sense Boxes

Teacher Information Sheet

Lesson Components

- Independent Station Card
- Sense Box Worksheet

Purpose:

1. Explore different textures and predict what object has that texture.
2. Compile a list of other materials that feel similar in texture.

Materials: shoe boxes, sand paper, cotton balls, felt, pasta (dried), smooth stones, sponges, steel wool, Sense Box Worksheet

Preparation:

1. Have station card displayed on the table.
2. Glue the following items on the inside of a shoe box: pasta shapes, sponges, steel wool, sand-paper, cotton balls, felt, stones.
3. Next, cut a hole in the box big enough for a small to medium hand to fit inside and feel around.

Notes: This activity can use many types of items in the shoe box. It should help to build an awareness of the senses that we have. Parents should be encouraged to make a sense box at home with their children. See parent's handout.

Now move on to the activities on the station card.

Sense Boxes

Independent Station Card

Materials: sense boxes, Sense Box Worksheet

Activities:

1. Put your hand inside the hole in the sense box. Touch an object and describe how it feels. Guess what it is. Record findings on Sense Box Worksheet.

2. Think of other objects that feel similar to the first object. Record these on the worksheet.

3. Continue with the other objects in the box.

4. After guessing all the objects, open the box and check your guesses.

Learning Questions:

- How do we find out about our world?
- How can you tell if you are eating chocolate or vanilla ice cream? How do we describe things we see?
- If someone made liver ice cream, it might look like chocolate. How would you know it wasn't? How do we describe things we taste?
- How can you tell if the baby needs to be changed? How do we describe things that we smell?
- How can you tell there's a thunder storm? How do we describe things that we hear?
- How can you tell what is in your pocket? How do we describe things that we feel?

Sense Box Worksheet

Directions: Record the information you experience on the record sheet. Try to guess what you are feeling.

Item #	Description	What is it?	Name something else that feels this way

Differently-abled Activities

Teacher Information Sheet

Lesson Components

- Staff-assisted Station Card
- Differently-abled Rules List

Purpose:

1. Develop sensitivity to differently-abled persons.
2. Write about feelings and experiences being restricted and assisting a restricted person.

Materials: bandannas, crutches, large strips of cloth, paper and pencil, rules list; bag of handicaps for people to choose from, for example, blind, a broken leg, deaf, dumb, unable to use arms and unable to walk.

Preparation:

1. Ask students what they think it would be like to have a broken leg or to be blind after having sight all of their lives. Have parents record their own and their children's responses.
2. Divide the groups in pairs.
3. Present rules and materials for becoming temporarily disabled. Once everyone understands his or her responsibilities, then pairs can begin.

Notes: This activity can be a lot of fun. Parents and children need to understand the level of responsibility they assume when they are paired with a person who has been handicapped. If anyone feels too uncomfortable, allow him or her to observe and assist others or choose a different handicap.

Now move on to the activities on the station card.

Differently-abled Activities

Staff-assisted Station Card

Materials: bandannas, crutches, large strips of cloth, bag of handicaps for people to choose from, paper and pencil, rules list

Activities:

1. Discuss different types of people who have handicaps.
2. Choose one label out of the bag. Decide who will be handicapped and who is assisting on the first turn.
3. Review rules from the rules list. Pass out the materials for becoming temporarily disabled. Once everyone understands his or her responsibilities, then pairs can begin.
4. Individuals can decide what to attempt to do while they are disabled. For example, someone who is blind may want to explore what it is like to walk, write and join in a conversation.
5. Try these roles for twenty minutes before switching. After both people have tried each role, regroup and talk about the difficulties encountered by being handicapped and needing assistance. Discuss what assistance is helpful and what is not. Talk about what it was like to be in the role of the one providing assistance.

Learning Questions:

- If it was dark and you couldn't see your mother, how could you know when she came into your room?
- If your leg was broken, how would you get up the steps?
- If you couldn't see, how would you get across the street?
- What do you like others to do when something is difficult for you?

Rules List

Differently-abled

1. Work as partners. You and your partner are a team. Work together to help each other.

2. When your partner is handicapped you are responsible for his well-being. You may have to assist him in doing regular tasks that seem very easy.

3. Some people will be without eyes, others without both arms or legs. Work with them to help them get through this time.

4. Try being handicapped for 20 minutes before switching roles with your partner.

5. If at anytime you feel unsafe, stop what you are doing and talk about it.